

Campbell Union High School District

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Campbell Union High School District	Dr. Robert Bravo Superintendent	rbravo@cuhsd.org

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

CUHSD received one-time federal funds to support recovery from the COVID-19 pandemic that were not included in the LCAP due to timing, including the Educator Effectiveness Grant. Educational partners were provided with information about the additional funding sources and their feedback was solicited in the following ways:

- Through a survey to all instructional staff members sent in November of 2021 for their feedback and ideas on which areas should be prioritized. There were 118 responses to the staff survey.
- Through a bilingual survey to all parents and guardians sent in November of 2021 for their feedback and ideas on which areas should be prioritized. There were 243 responses to the parent/guardian survey.
- Plans to develop priorities for use of the Expanded Learning Opportunities funds were incorporated into the LCAP Committee convenings during meetings in the Spring of 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

CUHSD does not receive additional LCFF concentration funds due to the fact that its enrollment of the LCFF student groups is less than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

CUHSD received one-time federal funds to support recovery from the COVID-19 pandemic, including numerous phases of the Elementary and Secondary School Emergency Relief Fund (ESSER). Educational partners were provided with information about the additional funding sources and their feedback was solicited in the following ways:

LOCAL CONTROL AND ACCOUNTABILITY PLAN COMMITTEE

A Local Control and Accountability Plan Committee was convened for four sessions during Spring Semester (dates below) including staff members from each school site, parents/guardians, students, community members, a Special Education Local Plan Area representative, a Santa Clara County Office of Education representative of foster and homeless youth services, and collective bargaining unit representatives from the Campbell High School Teachers Association, Service Employees International Union, and the Classified School Employees Association.

The majority of the committee members were selected based on their participation in the Fall Semester Learning Continuity and Attendance Plan Committee. All materials were posted publicly to the District's LCAP website at <https://bit.ly/cuhhdlcap>. LCAP Committee Meeting Dates March 22: review budget, evaluate the success of the previous three-year plan, and draft goal statements April 19: establish top priorities and learn more about educational programs and services May 10: share draft LCAP goals and priorities and refine plan May 24: share final draft of

LCAP DISTRICT ENGLISH LEARNERS ADVISORY COMMITTEE

The District English Learners Advisory Committee was presented with a draft of the LCAP on May 18, 2021.

PARENT ADVISORY COMMITTEE

The Parent Advisory Committee (known locally as the President's Council) was presented with a draft of the LCAP on May 7, 2021.

SPECIAL EDUCATION LOCAL PLANNING AREA CONSULTATION

A meeting was held to review the LCAP with the Director for the Northwest SELPA on May 25, 2021.

STUDENT ADVISORY COMMITTEE

The Superintendent's Student Advisory Committee, comprised of students across CUHSD high schools, was presented with information about the LCAP and district performance on April 20, 2021 and a draft LCAP was shared with them on May 18, 2021.

THOUGHT EXCHANGE SURVEY

The online survey tool Thought Exchange was used to ask the broader community about their agreement with district priorities for the LCAP. The survey was sent to all staff, parents/guardians, and students via email and was available from April 14 to April 21, 2021.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

SUMMARY OF ESSER III PLAN

CUHSD received \$4,611,132 in ESSER III funding for any eligible expenditures from March 24, 2021, through September 30, 2024. A plan was adopted by the Board of Trustees on October 21, 2021, to ensure that ESSER III funds are expended to address students' academic, social, emotional, and mental health needs, as well as opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The district's plan primarily addresses strategies for 1) continuous and safe in-person learning and 2) how to address the impact of lost instructional time.

Actions related to continuous and safe in-person learning include:

- Providing safe and effective COVID-19 screening tests on-site for staff and students,
- Purchasing and distributing personal protective equipment (PPE) and hand hygiene stations,
- Hiring 6 additional supervisory staff to support site COVID-19 protocols for students,
- Hiring 1.5 additional classified staff per site and 1 additional classified staff member at the district office to support COVID-19 response teams,
- Contracting 2 Certified Nurse Assistants to assist health clerks with COVID-19 screening tests.
- Overtime pay and substitute costs for sites to adequately respond to COVID-related work and shortages due to quarantine or isolation.
- Continuous HVAC and HEPA unit maintenance at all sites,
- One-time off-schedule payments,
- Signing incentives for food services and transportation staff.

Actions related to addressing the impact of lost instructional time include:

- Providing 24/7 access to online tutoring through Paper,
- Professional development for instructional staff and administrators, including strategies for instructional technology use, how to support English language learners, and how to implement a multi-tiered system of supports (MTSS),
- Purchasing instructional technology, including Chromebooks, for all students and support staff,
- Purchasing instructional applications and software, including Newsela and IXL Math, to support curriculum development and classroom instruction,
- Academic support and credit recovery within the school year,
- Providing summer school and summer bridge opportunities at each comprehensive high school.

IMPLEMENTATION SUCCESSES AND CHALLENGES

Additional staff members have been successfully hired at all sites to help with supervision and additional COVID-19 health and safety protocols. Sites and the District Office have also successfully implemented a COVID-19 screening system available for students and staff on a regular basis. One-time off-schedule payments were successfully made to staff to ensure that there was continuity of staffing throughout the school year. Challenges have included rising absences due to Omicron and difficulties in keeping sites fully staffed; in response, the District has set a requirement for staff to wear 3-ply surgical masks or better, is training additional staff to be COVID-19 screeners, and is recruiting more substitute teachers.

Additionally, funds are being used to address the impact of lost instructional time due to COVID-19. The Paper online system was successfully purchased and rolled out to sites at the beginning of the 2021-2022 school year for all students. As of January 13, 2022, there have been over 4,000 tutoring sessions and over 1,700 essay submissions for tutor review. Other successes include purchasing and implementing the use of Newsela and IXL across teachers and sites and also providing funding for credit recovery opportunities throughout the school year. One challenge is recruiting a critical number of staff members for professional development offerings, due to professional development being optional and staff reporting that they feel overburdened with other responsibilities this year.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The District is effectively using funds in a manner consistent with its LCAP. Major areas of planned expenditures are being funded as intended in the plans.

ESSER III funds are being actively spent in alignment with the LCAP, with over \$400,000 expended during the first half of the 2021-2022 school year. Alignment with specific areas include:

- LCAP Goal 1 Action 2: The district is providing online tutoring services to students through a partnership with Paper. This is closely aligned with Goal 1 Action 2 of our LCAP to provide online tutoring to students, which our LCAP Committee and community members actively advocated for in order to provide academic supports.
- LCAP Goal 1 Action 14: Quality Teaching for English Learners (QTEL) training was provided, which is aligned with the LCAP action to provide additional QTEL training.
- LCAP Goal 3 Action 15: Campus supervisors (partially funded with ESSER III) hired and staffed, which is in alignment with the LCAP action to provide effective supports for the return to in-person instruction this year.

The Safe Return to In-Person Instruction and Continuity of Services Plan funds are being expended, with alignment to the LCAP in the following areas:

- LCAP Goal 3 Action 15: Campus supervisors were hired for all sites, COVID-19 testing is being provided, and additional personal protective equipment (PPE) have been purchased, in alignment with the LCAP action to provide a safe return to in-person instruction this year. Additionally, the District continues to recruit and

actively hire new substitute staff members, including new outreach and interest from parents/guardians in our district to get emergency substitute credentials.